

# Lafayette School System

## Librarian Evaluation Rubric

Planning and Preparation					
Essential Element	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective	Examples
<p>1a. Collaborating in the Design of Instructional Experiences</p> <p><i>Elements: Collaborative skills</i>  <ul style="list-style-type: none"> <li>• Instructional materials and resources</li> <li>• Research process</li> <li>• Information, media, digital and technology literacy</li> </ul> </p>	<p>School librarian does not collaborate with teachers in planning, implementing and assessing learning activities.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>School librarian collaborates with some teachers to coordinate the use of the library and its resources and may provide learning experiences that support the unit.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>School librarian collaborates with some teachers in planning and implementing learning activities that integrate the use of multiple resources and the development of research skills and various literacies.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>School librarian collaborates with teachers in most disciplines in designing, planning, implementing, and assessing meaningful learning activities that integrate the use of multiple resources and the development or research skills and various literacies.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p><i>Collaboration with teachers</i></p> <p><i>Cooperative projects</i></p> <p><i>Lesson Plans</i></p> <p><i>Grade Level / Departmental Meeting documentation</i></p> <p><i>Evidence of data examination</i></p>
Evidence, notes , comments					
<p>1b. Demonstrating a Knowledge of Literature and developing a culture for life-long learning.</p> <p><i>Elements: Children's and young adult literature</i> • Reading promotion</p>	<p>School librarian has little knowledge of current and classic literature and rarely promotes good books, reading for pleasure and love of learning</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>School librarian has some knowledge of current and classic literature and works with groups and individuals to promote good books, reading for pleasure and love of learning.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>School librarian has a commendable knowledge of current and classic literature of all genres and is successful in working with groups and individuals to promote good books, reading for pleasure and love of learning</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>School librarian has an extensive knowledge of current and classic literature of all genres and is extremely successful in working groups and individuals to promote good books, reading for pleasure and love of learning.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p><i>Book Talks</i></p> <p><i>Author Visits</i></p> <p><i>Book Clubs</i></p> <p><i>Book Displays</i></p> <p><i>Reading Programs (ex. Lock In Prime-time Book Fair)</i></p>
Evidence, notes, comments					

## The Library Environment

Essential Element	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective	Examples
<p>2a. Managing Library Procedures</p> <p><i>Elements: Circulation procedures • Scheduling procedures</i></p>	<p>Library guidelines and procedures are minimal and do not effectively provide access to the resources, the library and the expertise of the librarian. There is little evidence that the students know or follow established library routines.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Library guidelines and procedures have been established in the areas of circulation and management for library use but sometimes function inconsistently, resulting in unreliable access to the instruction, resources, equipment, facility, and the expertise of the school librarian. With regular guidance and prompting, students follow established library routines.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Library guidelines and procedures have been established in the area of circulation and management for library use to provide for adequate access to instruction, resources, equipment, facility, and the expertise of the school librarian. With minimal guidance and prompting, students follow established library routines.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Library guidelines and procedures have been established in the areas of circulation and management for library use to provide for optimal access to the instruction, resources, equipment, facility, and the expertise of the school librarian. Library routines are well understood and may be initiated by students.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p><i>Library Guidelines</i></p> <p><i>Library or Administrative Communications</i></p> <p><i>Library Calendar / Scheduling Plan / Schedule</i></p> <p><i>Actions of Students</i></p>
Evidence, notes , comments					
<p>2b. Creating an Environment of Respect and Rapport</p> <p><i>Elements: Interpersonal relations • Student interactions • Staff interactions</i></p>	<p>Interaction with some students and staff are sometimes negative, demeaning, or sarcastic. Students in general exhibit disrespect for the school librarian. Some student interactions are characterized by conflict, sarcasm, or put-down.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>School librarian-student and staff interactions are generally polite and respectful but may reflect inconsistencies. Respect toward the school librarian is not always evident.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>School librarian demonstrates genuine caring and respect for students and staff and most students and staff exhibit a mutual respect for the school librarian.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>School librarian demonstrates genuine caring and respect for students and staff and uses praise and positive reinforcement. Students and staff exhibit a high regard for the school librarian.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p><i>Warm, Friendly (smile) Inviting Environment</i></p> <p><i>Communication Strategies</i></p> <p><i>Positive Student Interaction</i></p>
Evidence, notes , comments					

Instruction					
Essential Element	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective	Examples
<p>3a. Using Questions and Research Techniques</p> <p><i>Elements: Quality of questions • Research Techniques • Student inquiry</i></p>	<p>School librarian does not use questions effectively and usually tells the students what to do or leaves them on their own.</p> <p>Library questions are of low cognitive challenge.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>School librarian asks some questions that guide students and help them think about their research topic.</p> <p>Alternatively, librarian attempts to frame questions demanding advanced thinking, but only a few students are involved.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>School librarian often uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate their own questions about their research topic.</p> <p>Alternatively, librarian successfully engages most students in discussions, employing a range of strategies to ensure student thinking and understanding.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>School librarian nearly always uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate pertinent questions about their research topics. Students are able to refine their research techniques and strategies and extend their own learning through the research process.</p> <p>Alternatively, librarian promotes advanced thinking and meta-cognition, stimulating students to initiate questions about learning.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p><i>Guided inquiry</i></p> <p><i>Boolean searching</i></p> <p><i>Questioning techniques</i></p> <p><i>Participation in discussion</i></p> <p><i>Student responses</i></p>
<i>Evidence, notes, comments</i>					
<p>3b. Engaging Students in Learning</p> <p><i>Elements: Instructional materials and resources • Expectations for students</i></p>	<p>School librarian is not able to recommend or guide students to appropriate engaging resources. Expectations for students are low.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>School librarian sometimes recommends or guides students to resources that link well with the content learning goals, the students' knowledge backgrounds and experiences and which engage students cognitively and serve to enhance the active construction of understanding. Expectations for students are inconsistently present and there is likewise inconsistent response by the students.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>School librarian usually recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge and life experiences and which engage students cognitively and serve to enhance the active construction of understanding. High expectations for students are usually present and, in general, they respond to them.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>School librarian recommends or guides students to resources that link well with the content learning goal, the students' prior knowledge and life experiences. The resources engage students cognitively and serve to enhance the active construction of understanding. Most students respond to the high expectations of the teacher and the school librarian.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p><i>Alignment with CCSS</i></p> <p><i>Integration of current technology with lesson design</i></p> <p><i>Student interaction with resources and response to instructional strategies</i></p>
<i>Evidence, notes, comments</i>					

Instruction					
Essential Element	Ineffective	Effective Emerging	Effective: Proficient	Highly Effective	Examples
<p>3c. Assessment in Instruction (whole class, one-on-one and small group)</p> <p><i>Elements: Assessment criteria • Monitoring of student learning • Quality feedback • Student self assessment and monitoring of progress</i></p>	<p>In collaborative units designed for whole class instruction, students are not aware of the criteria and performance standards by which their work will be evaluated. The school librarian does not monitor student learning. The school librarian does not provide feedback to students when working with them on a one-to-one basis or with small groups. Students do not engage in self-assessment or monitoring progress.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>In collaborative units designed for whole class instruction, students know some of the criteria and performance standards by which their work will be evaluated. The school librarian monitors a class of students as a whole but elicits no diagnostic information. The school librarian provides some feedback to students when working with them on one-to-one basis or with small groups. Students occasionally assess the quality of their own work.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated. The school librarian monitors groups of students but makes limited use of diagnostics. The school librarian is usually able to provide constructive feedback when working with individuals and small groups. Students use this feedback and frequently monitor the quality of their own work against the assessment criteria or performance standards.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development or the criteria. The school librarian actively elicits diagnostic information from individual students regarding their understanding and monitors their progress. The school librarian provides timely accurate, substantive, constructive and specific feedback when working with individuals and groups. Students not only use this feedback and monitor the quality of their work against the assessment criteria or performance standards, but also make active use of this information in their learning.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><i>Pre/Post Assessment</i></p> <p><i>Student/Teacher/Librarian-Made Rubrics for Projects</i></p> <p><i>STAR testing</i></p> <p><i>Substantive Feedback</i></p> <p><i>Self-Evaluation by Students and Librarians</i></p>
<i>Evidence, notes, comments</i>					

## Professional Responsibilities

Essential Elements	Ineffective	Effective Emerging	Effective Proficient	Highly Effective	Example
<p>4a. Reflecting on Practice</p> <p><i>Elements: Reflection • Vision • Change</i></p>	<p>The school librarian rarely reflects on the effectiveness of services, resources, and instructional strategies</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The school librarian sometimes reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The school librarian often reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school librarian sometimes considers changes necessary to ensure that future needs are met for an expanding dynamic program.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The school librarian is constantly reflecting on the effectiveness of services, resources, instructional strategies and facilities to ensure that they are meeting the goals of the library program. The school librarian regularly considers changes necessary to ensure that future needs are met for an expanding dynamic program.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p><i>Surveys</i></p> <p><i>Attend level meeting</i></p> <p><i>Self Evaluation</i></p> <p><i>Program Evaluation</i></p>
<i>Evidence, notes, comments</i>					
<p>4b. Communicating with School Staff and Community</p> <p><i>Elements: Information about the library program • Advocacy</i></p>	<p>School librarian does not communicate with the school community about the library program and services.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The school librarian communicates inconsistently with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The school librarian communicates with the school staff and community to keep them informed and to promote the use of the library program, new resources and services</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The school librarian effectively and consistently communicates with the school staff and community to keep them informed and employs evidence to promote the effectiveness of instructional efforts based on AASL's Standards for the 21<sup>st</sup> Century Learner and additionally utilizes elements of Empowering Learners: Guidelines for School Library Media Programs to communicate the development of the library program, new resources and services. The school librarian actively solicits feedback and input from the schools staff and community to improve instruction, program and service</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p><i>PACE Messages</i></p> <p><i>Newsletters</i></p> <p><i>Web Page</i></p> <p><i>Destiny Web Page</i></p> <p><i>Home Connect (Elem. Middle)</i></p> <p><i>Working Closely with PTO</i></p>
<i>Evidence, notes, comments</i>					

## Professional Responsibilities

Essential Elements	Ineffective	Effective Emerging	Effective Proficient	Highly Effective	Example
<p>4c. Growing and Developing Professionally</p> <p><i>Elements: Enhancements of professional knowledge • Receptivity to feedback from colleagues • Service to the profession</i></p>	<p>School librarian does not participate in professional development activities, and shows little or no interest in new ideas, programs, or classes to improve teaching and learning.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>School librarian's participation in professional development activities is limited to those that are mandatory.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>School librarian actively pursues opportunities to improve knowledge and practice and seeks out ways to implement new practices where applicable. Constructive feedback to improve practices is welcomed.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>School librarian actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as sharing newly learned knowledge and practices with others and seeking out opportunities to lead professional development sessions</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p><i>Attending Professional Development</i></p> <p><i>Attending Conferences</i></p> <p><i>Subscribing to &amp; Reading Professional Journals</i></p> <p><i>Joining Professional Organizations.</i></p>
<i>Evidence, notes, comments</i>					
<p>4d. Collection Development and Maintenance</p> <p><i>Elements: Assessment • Selection • Weeding</i></p>	<p>School librarian makes new purchases of resources and equipment without weeding and assessing the collection of resources and equipment.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>School librarian inconsistently assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>School librarian regularly assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Soliciting input from members of the staff, the students and the school community the school librarian constantly and consistently assesses, makes new purchases based on assessment data and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum. School librarian advocates for necessary increases in funds and in technology when necessary to maintain a collection that is responsive to changing instructional needs.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p><i>Weeding Statistics Reports</i></p> <p><i>Collection Analysis</i></p> <p><i>Ordering Books</i></p> <p><i>Input from Faculty and Student on Books to Purchase</i></p>
<i>Evidence, notes, comments</i>					

## Professional Responsibilities

Essential Elements	Ineffective	Effective Emerging	Effective Proficient	Highly Effective	Example
<p><i>4e. Professional Ethics</i></p> <p><i>Elements: Library Bill of Rights • Copyright Law • Ethical use of information • Intellectual Freedom • Privacy • Confidentiality</i></p>	<p>A school librarian does not adhere to the professional ethics of librarianship.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School librarian is knowledgeable of the ethics of librarianship but is inconsistent in following copyright law and adhering to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School librarian is knowledgeable of the ethics of librarianship and follows copyright law and adheres to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Through teaching and practice the school librarian demonstrates a commitment to professional ethics of librarianship by following copyright law and by upholding and defending the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><i>Model Ethical Behavior</i></p> <p><i>Ethics Awareness In-service</i></p> <p><i>Posting LBR &amp; CRL</i></p>
<p><i>Evidence, notes, comments</i></p>					